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ABSTRACT

This study was commissioned by participating school districts served by the Mohawk Regional Information Center (New York) to document the differences that computer-related technology has made for the region's students, teachers, and schools. Elementary and secondary school teachers (n=4,041), students (n=1,722), and administrators (n=225) in 159 schools and 52 districts were surveyed. Follow-up case studies were conducted at every level of school organization in both high and low technology schools. Results show: (1) 71% of teachers use computer-related techniques for instruction; (2) schools in the region have a student to computer ratio of 7:1, compared with a state ratio of 10:1 and a national ratio of 9:1; (3) virtually every teacher has access to a computer; (4) student achievement is higher in schools where teachers believe that technology can have a positive impact on learning; (5) teachers and other faculty all credit computer-related technology with improving teaching, empowering teachers, and helping with the New York State Learning Standards; and (6) the overall gains from increased use of computer-related technology for students and teachers are statistically significant. The study consists of five sections: Introduction; Installed Base: Equipment and Training; The Process of Implementing and Integrating Technology; The Impact of Technology; and Recommendations. Appendices include the case studies, study methodology, data collection instruments, and bibliography. (Contains 47 references.) (Author/SWC)